



RI's Itinerant Early Childhood Special Education (IECSE)

Service Delivery Model

Itinerant Early Childhood Special Education (IECSE) is a research-based service delivery model for providing special education services to young children with disabilities within general early childhood environments. The IECSE model allows young children with disabilities to actively participate in the general education curriculum by embedding the necessary supports, services, and interventions.

Participating early childhood programs are encouraged to partner with their local school districts to implement this model successfully.

What should you expect as a participating *early childhood partner*?

Early childhood partners (teachers and administrators) participate in:

A two-session informational training as an introduction to the Itinerant Early Childhood Special Education (IECSE) Service Delivery Model.

This professional development includes a focus on the roles of the special educator as well as the general early childhood teacher. It describes the research behind the model, the rationale for adoption, key features of fidelity, and the alignment with RI's vision for supporting all young children within high quality early learning programs.

While the classroom teacher serves as the primary teacher, the itinerant teacher (early childhood special education teacher, speech/language pathologist, occupational therapist, physical therapist, etc.) designs supplemental and specialized learning opportunities to address each child's goals, as indicated in the Individual Education Program (IEP). Together, the early childhood educator and the itinerant teacher determine how to embed learning opportunities throughout the day and how to monitor the child's progress to ensure learning. Children, therefore, have the chance to practice new skills multiple times throughout each school day, as they occur naturally, without unnecessary transitions.

To successfully implement this model:

- Direct special education and/or related services must be embedded into the classroom routine
- Collaborative planning time outside of the classroom must be scheduled and routine
- Professional development must be provided as necessary to improve practices
- The keys features of the model must be implemented with fidelity